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ORAL BRIEFING

I. Purpose of the Course

Every Intelligence Officer should be able to deliver his remarks in a well ordered coherent and otherwise acceptable fashion.

II. Definition

A primary technique of the Intelligence Officer for the rapid and secure dissemination of information.

III. Objectives and Methods

IV. Organization of Material

- A. Speech outline
- B. Subject Sentence
- C. Intelligence Aspect
- D. Graphic Aids
- E. Timing

V. Control of Audience Interest

- A. Platform Manner
 - 1. Posture
 - 2. Gesture
- B. Establish rapport
- C. Avoid Generalities
- D. Choose key words
- E. Keep the voice flexible
- F. Enunciate clearly

CHECK LIST FOR PLANNING A SPEECH

THE AIM OF EVERY SPEECH IS TO GET A DESIRED RESPONSE FROM ITS HEARERS

- I. DETERMINE YOUR SPECIFIC PURPOSE -- the exact response desired from your hearers. It is the specific thing you want them to do, feel, believe, or understand.

Ask yourself these questions:

- A. In view of myself and my audience, am I trying to accomplish more than I can reasonably expect to achieve?
- B. Is my purpose appropriate for the occasion?
- C. Is it possible to achieve my purpose in the time allotted?

- II. DECIDE WHAT MATERIALS ARE RELEVANT TO YOUR SPECIFIC PURPOSE, AND WHAT SHOULD BE DISCARDED.

- III. ORGANIZE THE RELEVANT IDEAS SO THAT BOTH YOU AND YOUR AUDIENCE CAN DISCERN THEM CLEARLY AND REMEMBER THEM EASILY.

- A. SELECT YOUR MAIN IDEAS.

Ask yourself:

- 1. Do they directly support the specific purpose?
- 2. Do they lead to the attainment of this particular purpose, before this particular audience, on this particular occasion?
- 3. Do they touch the wants of my hearers and arouse their curiosity?
- 4. Have I limited their number? The fewer the better. Rarely more than two or three main ideas; never more than five.

- B. ARRANGE YOUR MAIN IDEAS IN A SIMPLE PATTERN SO THAT BOTH YOU AND YOUR AUDIENCE CAN REMEMBER THEM.

- C. DEVELOP EACH MAIN IDEA WITH RELEVANT SUB-IDEAS AND INTERESTING SUPPORTING MATERIAL.

Here are the questions:

- 1. Do my sub-ideas clarify and prove the main idea?
- 2. Am I using enough facts and figures?
- 3. Do I get down to cases by using "for-instances" liberally?
- 4. Do I make myself clear by using comparisons and contrasts?
- 5. Where can I use visual aids? What types will be best?

IV NOW WORK OUT YOUR CONCLUSION

Ask:

- 1. Have I summarized the chief thoughts of the speech and done them up in a neat package?
- 2. Have I answered the question "What Now"?

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V. AND YOUR INTRODUCTION.

Ask:

1. Will my opening sentence snap them to attention?
2. Do I make them want to hear the rest of the speech?
3. Is it brief and to the point?

VI. CRYSTALLIZE YOUR PLANNING BY PUTTING THE RESULTS DOWN IN BLACK AND WHITE
--- IN OUTLINE FORM:

OVERCOMING TENSION

Tenseness before speaking is natural, normal and to be desired. It is the same feeling you have before the starting gun in a track race. Tenseness is a mental phenomenon which has a physiological reaction on the heart. The heart reacts by demanding additional supplies of adrenalin. This stimulus causes heart pounding and continues to build up until dissipated or expended by physical action. Therefore try to expend it early - as you walk to the rostrum. When you arrive make several vigorous movements while you settle yourself and your notes.

Nervousness before speaking can often be overcome by taking several deep breaths - inhaling deeply and regularly. Relax the muscles of your throat and jaws. A couple of unobtrusive yawns just before coming to the platform will do the trick. This will relax your voice. Remember that an audience is almost always sympathetic to a speaker's nervousness. Each instinctively hopes that the speaker will overcome it.

The "Blackout" is a well known hazard. This occurs when you suddenly forget what you want to say - your mind becomes blank. There is a deathly stillness in the room, beads of perspiration break out on your brow and you think you may faint. Of course you don't and eventually you back up from the depths and recover. It has been statistically proven that the average blackout only lasts for 5 or 6 seconds. For this reason many in the audience will not

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even be aware of your difficulty. You may disguise this unhappy collapse by some bodily movement - by picking up your notes - moving the position of the pointer, etc. One method of recovering your train of thought is to summarize out loud what you have been talking about. This will probably recall promptly what you were about to say.

USE OF GRAPHIC AIDS IN ORAL BRIEFING

I. Advantages

When properly designed and used the Graphic Aid:

- Offers a short cut to comprehension;
- Saves many words and therefore time;
- Emphasizes important aspects;
- Creates a mental picture which is easily retained.

II. Display Techniques

- Projection of slides or film strips;
- Vu-graph or Balopticon;
- Chart or map with acetate overlay;
- Flip Board;
- Blanket Board;
- Chart or list with tear-offs for progressive disclosure;
- Replicas, models or actual objects.

III. Design Requirements

- Simplicity;
- Legibility;
- Eye appeal.

IV. Making the Aid

- Select important but 'hard to grasp' subject.
- Don't emphasize a minor topic.

- Use a simple layout.
- Don't clutter the aid with detail.

- Hold lettering to a minimum.
- Symbols can often substitute for words.

- Wording must be legible.
- 1½ inch letters are legible up to 50 feet.

- Select primary colors for full 'shock' value.
- Good spacing, block letters and contrasting colors make for 'eye appeal'.

- Construct for ease of handling.
- Do not take a great deal of time preparing the Aid. A rough job will often tell the story more effectively providing principles listed above are observed.

V. Using the Aid

Disclose the aid only when you reach the topic to which it contributes.

- 4. Address the audience and turn to the Aid only to point.
Don't stand with your back to your listeners.

Place the Aid high enough to clear heads of those in front.
Take a position which will not block the view of those in the sidelines.

Use the pointer sparingly.
Do not wander around with the pointer. Point directly to the desired area
then lay the pointer down.

Remove the aid as you prepare to pass on to another topic.

DEFINING TERMS

It is easy for the professional man, particularly one in Government service, to slip into a bad habit -- the use of technical or professional jargon. A management engineer, for example, may be understood perfectly by other management engineers, but his talk of staff and line, motion study, and work flow charts may be misunderstood, or what is more dangerous, only half-understood by the men in the office three doors down the corridor.

Nor is that all of the difficulty. If some hardy soul dares ask the specialist to define his terms, the definition is likely to be as confusing and nearly as unintelligible as the word defined. Now, then, can we improve our technicians for making our professional jargon understandable to the layman?

"What does this word mean?" To answer such a question most of us take the easy way out -- we turn to the dictionary and read out of it a cold technical definition which, like as not, leaves confusion worse confounded but soothes our vanity and gives us the self-righteous feeling that we have done all that could be done under the circumstances. Stuff and nonsense! At best a dictionary definition is but a nucleus which must be developed, extended, and supplemented until we have really answered the question, "What does it mean?" Use the dictionary if you must, but do not forget that you have not done the best possible job of definition if you stop with "Webster says..."

There are at least six special methods of definition that you can use to supplement the dictionary:

1. Quote an authority. In a sense the dictionary definition is definition by authority, but an explanation of a word or term as given by some recognized specialist in the particular field is helpful both in making clear the real meaning and in making that meaning impressive to the hearer.

2. Explain the origin of the word. For example, sabotage might be explained as coming from the French word meaning "wooden shoe," and one of its early meanings was to throw a wooden shoe into machinery to wreck it.

3. Give an example. Take the idea or word to be defined and bring it down to a specific case. An example in definition is like a specimen in science.

4. Use comparison and contrast. A vivid and effective method of definition is to show how the thing defined resembles a thing with which we are already familiar. Or throw your notion of a term into sharp contrast with another term.

5. Try negation. To tell what a thing is not may serve to give a clearer understanding of it.

6. Use visual aids. Do not overlook the opportunity to use pictures, charts, and diagrams, or when possible, the object itself. In the dictionary a halberd is defined as "a kind of old-time long-handled weapon." Fortunately, there is a picture alongside.

My suggestions:

Introduction - not over 30 - 40 seconds. Open with a sentence or two that will snap us to attention.

Discussion - not over ^{three} ~~two~~ minutes. Define your term at least three times, each time using one of the special methods of definition.

Conclusion - not over ³⁰ ~~20~~ seconds. Little more than a sentence or two to smooth up the end of the speech.

But don't tell us "Webster says..."

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